Spring 2015

PUBH 3230 - Community Health

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Georgia Southern University  
Department of Community Health Behavior and Education  
Jiann-Ping Hsu College of Public Health  
PUBH 3230—Community Health (3 credits)  
Spring 2015  
Monday, Wednesday, Friday 10:10am-11:00am  
Business Admin Building, Room 3340

**Instructor:** Jamie Cromley, MPH  
**Email:** jcromley@georgiasouthern.edu  
**Office:** Hendricks Hall, Room 2002  
**Phone:** 912-478-2291  
**Office Hours:** Tuesday 9:00am-1:00pm, Wednesday 9:00am-10:00am or by Appt

**Catalog Description**  
Exposes the student to concepts, theories, terms, resources, people, and experiences which are related to community health issues and programs, with a focus on the role of health educators in various community health settings. An examination of affiliations, functions, responsibilities, skills and networks used by community health educators will be included.

**Course Expectation**  
You are expected to be actively involved in this course. Throughout the semester, guests will join us to provide personal orientations to selected community health issues, problems, agencies, or groups. These individuals bring a wealth of experience and varied orientations to community health and the practice of health education. A major expectation is that you will assume leadership responsibilities within the classroom; the course format is tailored to encourage your participation in gathering information, sharing knowledge with class participants, and identifying applications from classroom experiences to potential work situations.


**Course Objectives:** By the end of the semester the student will be able to

1. Discuss the concept of community health.
2. Understand the health needs and interest of American people - including specific sub-groups of the population.
3. Identify and analyze community health problems.
4. Describe the framework and functions of community health departments.
5. Identify international, national, state, community, and personal health resources and services.
6. Produce various types of written communication that are required in a community health education leadership role.
7. Visit several community health agencies and providers.
8. Investigate assigned health topics through the lay press, the use of computerized databases, group experiences, and self-directed learning.
9. Develop a resource list and secure health educational materials from a variety of community health agencies.
Student Expectations and Course Policies:

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc of what was covered on the day of your absence. IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a “0”.

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a “0” be assigned for that exam, and an “F” for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an “F”.

No make-up tests are given except for an university excused absence with full documentation. If you miss a test, you have one week to make the exam up. If it is not made up within one week, you will receive 0 points for the exam. You have 24 hours after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.

4. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class, please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.

5. All assignments must be given to the professor directly, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.

6. Please consult the STUDENT CONDUCT CODE 2014-2015 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU’s Judicial Board, and be assigned a “F” for the course.

7. Last day to withdraw from class without academic penalty is April 8th, 2015. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor’s teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

9. On the first day of class all students must sign an acknowledgement and consent form that they have received a copy of the syllabus and understand the course policies, expectations and grading procedures.

10. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

11. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.

12. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.

13. When you need to contact me, please do so through the jcromley@georgiasouthern.edu email account
for I check this one more frequently than the Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).

14. Cell Phone Policy: Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If you cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class. If completing an in class activity and you are asked to leave you will not receive credit for participation. In case of an emergency, please notify me prior to class.

15. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

My Commitment to You:
As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

Open Door/ Closed Door Office Policy: Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can’t be disturbed. Please respect this and don’t knock unless it is a dire emergency.

Attendance
Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. Even though attendance is not mandatory, in-class assignments missed by the student will receive a grade of zero. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor immediately (see make-up exam policy).

Academic Integrity: Students are expected to follow guidelines outlined in the Student Conduct Code 2014-15 policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of ‘F’ for the course. It is the student’s responsibility to familiarize him/herself with the student policies and expectations set forth in the GSU Student Conduct Code 2014-15. You are expected to follow guidelines set forth in the entire handbook. Failure to comply with any part of this handbook may be a violation and thus, you may receive an ‘F’ in the course and/or be referred to disciplinary action.

Students with Special Needs or Disabilities: Georgia Southern University recognizes its responsibility for creating an institutional climate in which students with special needs or disabilities can thrive and learn. The Student Disability Resource Center offers various support services and can help you if special accommodations related to your special need or disability is warranted. If you have any type of special need or disability for which you require accommodations to promote your learning in this course, please discuss your needs with the instructor immediately. It is your responsibility to come to the instructor with issues that are potential impedances to your success in this course. Each student’s issue(s) will be evaluated on a case-by case basis. Students who choose to wait until the issue has persisted for a lengthy time or the end of the semester will deny the instructor with the opportunity to evaluate their needs and/or a potential solution.
Collegiate Course Obligations & Expectations

I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. As a student in my class, you are important to me. I am committed to your continued learning and college experience. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful.

Here is what I expect from YOU*:

• You will treat everyone in the class, including the professor, with the respect due to all human beings.
• You will attend class, give your full attention to the material, & conduct yourself in an appropriate manner.
• You will come to class prepared by reading the assigned course materials before the scheduled class session.
• You will agree to do the work outlined in the syllabus on time.
• You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
• You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade.
• You will not plagiarize or otherwise steal the work of others.
• You will not make excuses for your failure to do what you ought.
• You will accept the consequences -- good and bad -- of your actions.
• You will take advantage of the instructor’s office hours to address any questions and concerns related to your performance in this course or your professional development.

Here is what students can expect from ME*:

• I will treat you with the respect due to all human beings.
• I will work hard to know your name by midterm.
• I will always treat you as an individual.
• I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
• I will prepare carefully for every class.
• I will begin and end class on time.
• I will teach only in areas of my professional expertise. If I do not know something, I will say so.
• I will do my best to grade any assignments within 2 weeks of submission with constructive feedback.
• I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
• I will keep careful records of your attendance, performance, and progress.
• I will make myself available to you for advising, at least 5 hours each week.
• I will maintain confidentiality concerning your performance.
• I will provide you with professional support and write recommendations for you, if appropriate.
• I will be honest with you.
• Your grade will reflect the quality of your work and nothing else.
• I am interested in your feedback about the class,
• I will manage the class in a professional manner. That may include educating you in appropriate behavior.


TIPS FOR BEING SUCCESSFUL IN CLASS:

SUCCESS TIP #1: Attend class regularly, keep up with the reading, pay attention to community health topics in the news or in your world. Bottom line, an engaged student is a successful student.

SUCCESS TIP #2: READ, READ, READ!!! You will enjoy the class more and get more out of the discussions having read and made notes for the day’s reading.

SUCCESS TIP #3: Turn in assignments and drafts on their respective due dates to avoid point deduction.
Assignments:

1. **Reading Assessment Tests (RATs).** RATs will assess student’s understanding of the material presented through the assigned textbook readings. The exams will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. Please see the course schedule for due dates and times (80 pts).

2. **Final Exam.** The final exam will be a cumulative assessment of the student’s understanding of the course material including lecture, course readings, and online modules. The final exam will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. (100 pts).

3. **Service Learning Project (SLP):** Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. This project affords students to work directly with a local, health-related public agency. At the beginning of the semester, students will apply for a Volunteer in Action “VIA” Experience with the Office of Student Leadership and Civic Engagement. The project includes: 1) experience applying for an internship with an approved health-related public agency 2) self-directed study of a specific area agency, 3) at least 15 service-learning hours volunteering with a single health agency, 4) A final 2-3 page written summary relating the work and mission of this specific agency and address how the agency addresses identified health needs of Bulloch County, 5) A 1 page written reflection on their service-learning experience, 6) A signed letter from the organization confirming service learning experience. This project will be discussed in detail at the beginning of the semester. A rubric will be provided (160 pts).

   **Point Break Down of Service Learning Project (SLP)**
   
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for the VIA Experience</td>
<td>25</td>
</tr>
<tr>
<td>Service Learning Updates (2 @ 5 pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Service-Learning Log (15 Hours)</td>
<td>30</td>
</tr>
<tr>
<td>Final Agency Summary Paper</td>
<td>65</td>
</tr>
<tr>
<td>Reflection Paper- 1 page</td>
<td>25</td>
</tr>
<tr>
<td>Letterhead Stationary From Agencies</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>160</td>
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4. **Class Participation/Activities.** These activities will vary throughout the semester. A total of 12 activities will be completed; the due dates will be posted by the instructor in a timely manner. Activities will include things such as reflections, critiques, in-class work (individual/group), webcast summations (some of the webcasts may require Real Player/RealOne), etc. Each activity will have specific instructions and criteria, so please read before completion. (12 @ 5 pts=60 pts)

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assessment Tests (RAT)</td>
<td>80</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Service Learning /Community Agency Project</td>
<td>160</td>
</tr>
<tr>
<td>Class Participation/Activities (12 @ 5 pts)</td>
<td>60</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:** 400

Grades:

- 360-400pts. 90-100% A
- 320-359 pts. 80-89% B
- 280-319 pts. 70-79% C
- 240-279 pts. 60-69% D
- 0-239 pts. 0-59% F

Community Health
<table>
<thead>
<tr>
<th>Week Module</th>
<th>Tentative Class Topic</th>
<th>Reading Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| Week One 1/12-1/16 Module 1 | -Course Introduction & Syllabus  
-Historical Perspective of Community Health  
Begin Module 1 | Chapter 1 | |
| Week Two 1/19-1/23 | *No class Monday Jan 19th- MLK Jr. Day  
-Community Health – Yesterday, Today and Tomorrow  
-Opportunities for Service-Learning and VIA Project Discussion (class is mandatory) | Chapter 2 | Due Monday 1/26: Top 3 VIA Agency Choices and Why  
RAT #1 (1/30) by 10pm |
| Week Three 1/26-1/30 | Organizations that Help Shape Community Health  
*1/30- Top VIA Choice returned to students | Chapter 3 & 4 | Application for SLP must be submitted to VIA agency by Wed. February 4th  
(turn in hard copy of final application in class 2/4 to receive credit) |
| Week Four 2/2-2/6 Module 2 | Epidemiology  
Begin Module 2  
*Out of class Epidemiology Assignment given 2/6 | Chapter 3 & 4 | |
| Week Five 2/9-2/13 Module 3 | Begin Module 3  
Community Organizing  
*No formal in-class meeting: Fri. 2/13- Research, interview, or begin volunteering at your VIA Agency | Chapter 5 | RAT #2 (2/13) by 10pm |
| Week Six 2/16-2/20 | School Health  
Maternal and Child Health | Chapter 6 Chapter 7 | Epidemiology Assignment due Monday 2/16 (online by 11am) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Chapter</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Seven</td>
<td>4</td>
<td>Adolescent, Young Adults &amp; Adults</td>
<td>8</td>
<td>Begin Module 4&lt;br&gt;*No Class Friday 2/27- MUST begin volunteering by this date!</td>
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<tr>
<td>Eight</td>
<td>6</td>
<td>Elders</td>
<td>9</td>
<td>SLP Update #1 due 3/6</td>
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<tr>
<td>Nine</td>
<td>5</td>
<td>Community Health and Minorities</td>
<td>10</td>
<td>RAT #4 Due (3/13) by 10pm</td>
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<td></td>
<td>Begin Module 5&lt;br&gt;*No Class Friday 3/13- SLP</td>
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<td></td>
<td>Community Health and the Environment</td>
<td>11</td>
<td>RAT #5 Due (4/3) by 10pm&lt;br&gt;SLP Update #2 due 4/3</td>
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<tr>
<td></td>
<td>6</td>
<td>Health Care System: Structure and Delivery</td>
<td>13</td>
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<td></td>
<td>Begin Module 7&lt;br&gt;*No Class Friday 4/17- SLP</td>
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<td>8</td>
<td>Community Health and the Environment (cont.)</td>
<td>14</td>
<td>RAT #6 Due (4/17) by 10pm</td>
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<tr>
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<td>Begin Module 8&lt;br&gt;*No Class Friday 4/24- SLP</td>
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<td>7</td>
<td>Community Health and the Environment (cont.)</td>
<td>15</td>
<td>RAT #7 Due (4/24) by 5pm</td>
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<td>Injuries as a Community Health Problem</td>
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<td>Friday 4/24: Service Learning Project Due! (Volunteer Log, Final Summary Paper, Reflection Paper, Agency Letters)</td>
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<td></td>
<td>Begin Module 8</td>
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<td>5</td>
<td>Safety and Health in the Workplace</td>
<td>16</td>
<td>RAT #8 Due (5/1) by 10pm&lt;br&gt;Future Prospective in Community Health</td>
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</tbody>
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**Finals Week**

Final Exam: Monday, May 4th 10am-12pm

**Starting Friday, February 27th, Friday will be designated ‘Volunteer Friday’ to allow time to work with a local community health agency, the class will only meet on Fridays indicated by the instructor.**

**Here are tentative Fridays the class will meet:**
January 16th, January 23rd, January 30th, February 6th, February 20th, April 24th, and May 1st

**Requirements for Written Work**

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 10-12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the “s” from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
7. Use quotation marks when quoting directly from written works of others, Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of “0” for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern’s Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding citations or preparation of a reference list.

*Final Note*

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.